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ABSTRACT

A report of retention rates is produced at the end of each school year in the Austin Independent School District (AISD), Texas. Information is gathered after the beginning of the school year to reflect counts of actual retainees from the previous year. Overall retention rates for the beginning of the 1993-94 school year are: (1) elementary, 0.5%; (2) middle school, 2.8%; (3) high school, 14.6%; and (4) school system overall, 4.3%. Retention rates for elementary and middle schools continue to decline, but the rate for high schools continues to increase, causing a rise in the district-wide rate. Implications of retention are discussed, arguing that retention of students is not consistent with the strategic objective that every student will function at the highest possible level of achievement. Alternatives to retention are recommended. Five appendixes contain supplemental information and background materials. Seven figures and 21 retention charts present study findings. (SLD)

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HISTORICAL RETENTION REPORT, 1993-94

Executive Summary

Austin Independent School District
Office of Research and Evaluation

Author: Mario Sanchez

Program Description

Rate of retention in grade is a measure of the number of students who repeat the grade they were in the year before. Analyses of data for the most recent year as well as longitudinal data are given.

Included in this report are:

- Graphs and tables describing the most recent results;
- Counts of retainees by school by grade;
- Historical retention charts by grade and year; and
- Documentation on retention policies.

Major Findings

- The overall retention rates for the beginning of the year (1993-94) were:

  0.5 Elementary (K-6)
  2.8 Middle School (6-8)
  14.6 High School (9-12)
  4.3 AISD (K-12)

- Continuing a pattern observed for the last seven years, retention rates for elementary and middle schools keep declining (Page 3). The retention rate for high school, however, keeps rising (Page 4).
- The retention rate for all grades (K-12) in 1993-94 was 4.3. The retention rate for the District went up to the level observed two years ago. Even though both elementary and middle schools remain on the track of a decreasing retention rate, the general increase can be seen as the result of a disproportionately high rate of retention at high school, particularly at the 9th grade. (Page 4).
- The retention rate for elementary school, as a whole, continues to drop. An increase in the retention rate for grades 7 (4.1%), 9 (24.7%), 10 (12.7%), and 11 (8.7%) was observed from last year's rate (Page 6).
- Retention rates for high schools went up this year by an average 2.81 percentage points (Page 4).

Budget Implications

Mandate:

School Board policy (Austin ISD 227-901, see Appendices) mandates the collection of retention information.

Funding Amount:

The amount required to educate a student for one year multiplied by the number of students retained.

Funding Source:

Local, State, and Federal

Implications:

The retention of students is not consistent with the strategic objective that "every student will function at his/her optimal level of achievement and will progress successfully through the system." Alternatives to retention are recommended.

Table of Contents

Introduction 1

Overview 2

Summary of Results 3

Retained by Grade Range 5

Retained by Grade 6

Frequency Counts by School by Grade 8

Historical Retention Charts 10

Appendices

Definition of Terms 23

AISD Retention Policies 25

Attachment 1
AISD Retention Policy (AISD Board Policy Manual) 27

Attachment 2
Academic Achievement: Promotion, Retention, and Placement 34

Attachment 3
House Bill 72 38

Introduction

Underlined terms used in this introduction are defined in the Appendix at the end of this report.

This report of retention rates is produced at the end of each school year. The information it contains is gathered after the beginning of the school year to reflect counts of actual retainees from the previous year.

This report is divided into four sections:

Summary of Results: This section summarizes the results for the most recent years (Figure 1-7). The retention rates (percentages) in these figures are based upon the average daily membership (ADM) for the 1993-94 school year.

Retainees Count: Tables of retainees count by school and by grade. Separate tables for elementary, middle, and high schools are included.

Historical Retention Charts: Each chart lists information about a grade or about a grade range (e.g., Chart K-5). A detailed description of these tables can be found on page 10.

Retention Policies: The appendix includes, in addition to a glossary of terms and AISD's retention policies, three attachments: 1 - a more detailed AISD Retention Policy, 2 - Texas State Retention Policy, and 3 - House Bill 72.

This report was reorganized this year, several tables were added and the counting programs were updated. As a result, the reader may observe some discrepancies from the numbers presented in previous retention reports.

Overview

The retention rates for elementary and middle schools have declined steadily since 1987-88 (see Figure 1 and Figure 2). While the rates for high schools had climbed steadily from 1988-89 through 1991-92, a decline in last year's (1992-93) rate brought it back down to the level observed in 1989-90. This year, however, a jump in the rate brought it up into line with previous increments in the last six years (see Figure 3).

As a whole, the District has shown a steady decline in the retention rates of about one-half of one percent since 1989-90 (see Figure 4) and, except for 1989-90 and this year, the District retention rate has declined steadily since 1986-87. The increment in the District retention rate for this year can be attributed to the disproportionate retention rate in 9 to 12 grades.

A change in attitude of teachers toward retention has accompanied the general decline in retention rates. Teachers have become increasingly less inclined towards the option to retain a student. In 1987-88, 11% of surveyed teachers disagreed with the statement, "[R]etention of students with serious achievement problems is beneficial." The percentage of teachers disagreeing with this statement increased steadily until 1991-92, the last year this question was asked, when the percentage of teachers disagreeing with the statement reached 22%.

Research done by ORE and others has indicated that being overage for grade (or retained) contributes highly to the risk of dropping out of school. Retention rates for the District rose to an all-time high in 1986-87 (7.2% for grades K-12), probably as a result of the implementation of State Board of Education rules based on House Bill 72. Since that time, alternative programs and changes in teacher and administrator attitudes have worked to reduce retention rates in AISD to the current rate of 4.3%. The current increment in the District's retention rate can be explained as coming from the automatic sanctions that result from the students' academic failure; in other words, regardless of the teachers' and administrators' attitudes toward retention, the students are retained, or not, based on the result of a computer formula that includes the students' grades and number of credits earned. For a more detailed analysis of historical trend, see ORE Publication No. 89.13, *1989-90 Retention Report*. Finally, it can be seen that students in the ninth grade have more trouble than others in staying on grade level. For more information concerning the transition to high school for ninth graders, see ORE Publication No. 90.26, *Caution: Hazardous Grade*.

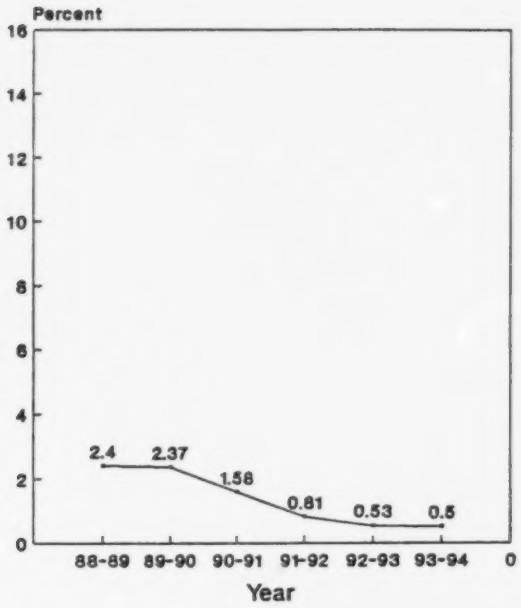
Summary of Results

SIX-YEAR COMPARISONS

Beginning-of-year retention rates

Figure 1

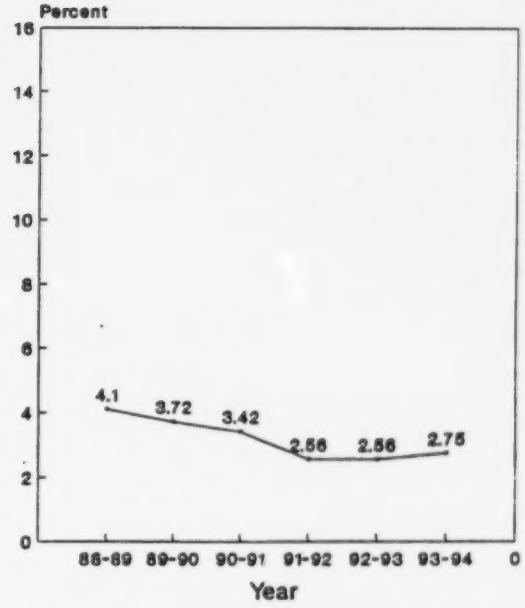
GRADES K-6



Retention rates for elementary schools have declined over the last six years.

Figure 2

GRADES 6-8

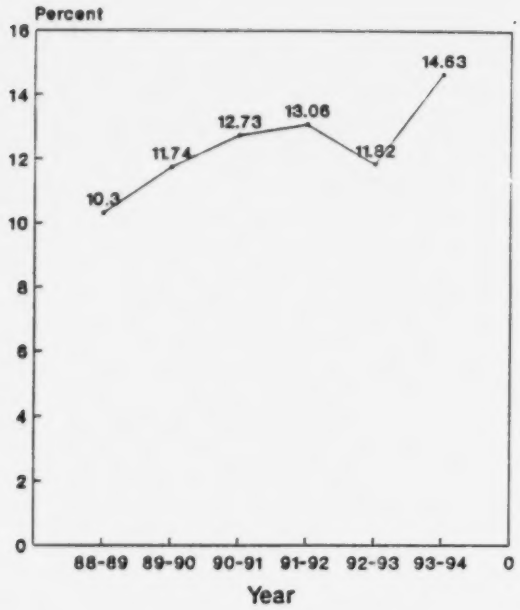


For the first time in over six years the retention rates for middle schools rose by 1/5 of one percent.

NOTE: The rate reported is calculated as Retained/Average Daily Membership.

Figure 3

GRADES 9-12



Retention rates for high schools have been on the rise for the last six years. Even though a decrease was observed last year, retention in 1993-94 went back to previous years' trend.

Figure 4

GRADES K-12

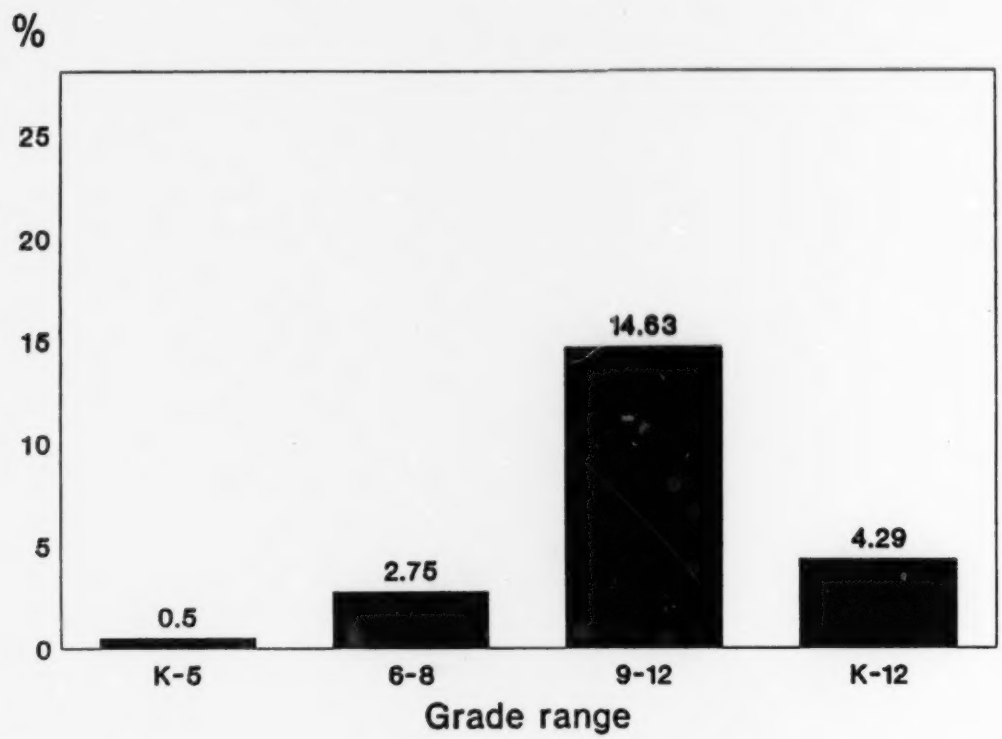
The retention rate for the District went up to the level observed two years ago. Even though both elementary and middle schools remain on the track of a decreasing retention rate, the general increase can be seen as the result of a disproportional rate of retention at high school, particularly at the ninth grade.

NOTE: The rate reported is calculated as Retained/Average Daily Membership.

1993-94 RETAINED BY GRADE RANGE

Beginning-of-year retention rates

Figure 5

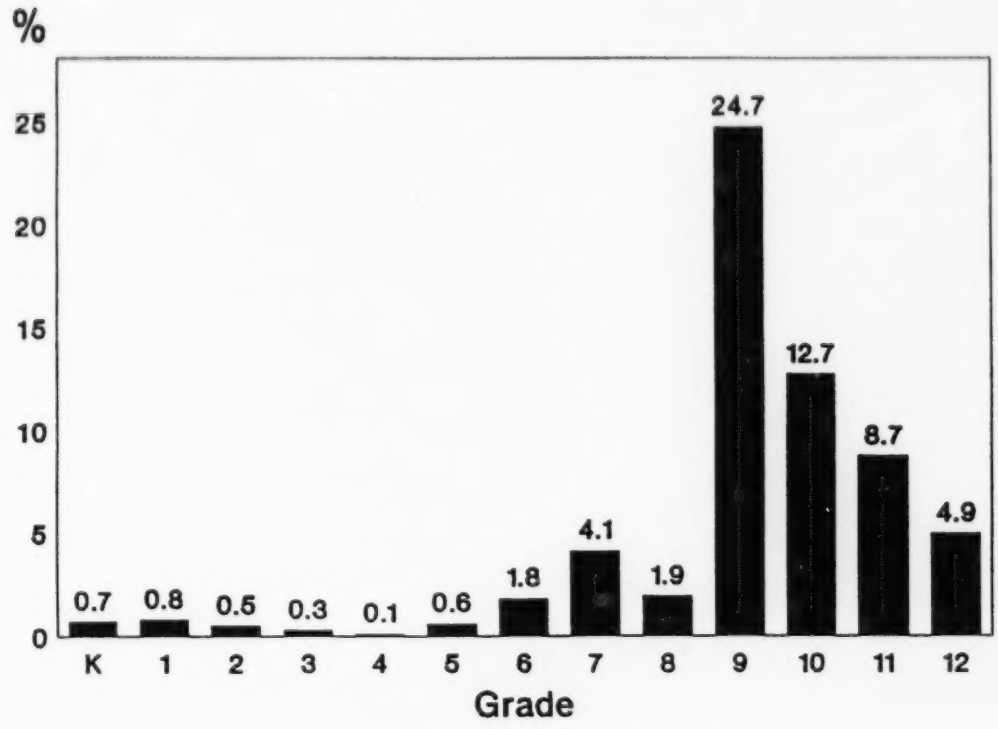


NOTE: The rate reported is calculated as Retained/Average Daily Membership.

1993-94 RETAINED BY GRADE

Beginning-of-year retention rates

Figure 6



NOTE: The rate reported is calculated as Retained/Average Daily Membership.

CHANGE FROM LAST YEAR

Comparison of the percentages
of retained over Average Daily Membership (ADM)
1992-93 v. 1993-94

Figure 7

Grade	1992-93 Retained/ADM	1993-94 Retained/ADM	Change from Last Year	Amount of Change
	%	%		
K	0.58	0.70	Up by..	0.12
1	1.22	0.83	Down by..	0.39
2	0.39	0.49	Up by..	0.10
3	0.33	0.25	Down by..	0.08
4	0.23	0.12	Down by..	0.11
5	0.40	0.58	Up by..	0.18
6	1.83	1.81	Down by..	0.02
7	3.42	4.09	Up by..	0.67
8	2.06	1.90	Down by..	0.16
9	20.85	24.74	Up by..	3.89
10	9.50	12.71	Up by..	3.21
11	6.80	8.67	Up by..	1.87
12	3.75	4.94	Up by..	1.19
K-5	0.53	0.50	Down by..	0.03
6-8	2.56	2.75	Up by..	0.19
9-12	11.82	14.63	Up by..	2.81
K-12	3.60	4.29	Up by..	0.69

NOTE: The rate reported is calculated as Retained/Average Daily Membership.

Retainees Count

FREQUENCY COUNTS BY SCHOOL BY GRADE

Beginning-of-year retainees

Retained in grade from school year 1992-93 to 1993-94 by School by Grade
Average Daily Membership (ADM) reflects counts for school year 1992-93

(Elementary)

School Name	ADM	K	1	2	3	4	5	E6	Tot
Allan	430		2						2
Allison	523						2		2
Andrews	537	1							1
Barrington	611	1	1				2		4
Becker	359		3				1		4
Blanton	448			1					1
Boone	930	1							1
Brentwood	652					1			1
Brown	476		1	3	1		1		6
Bryker Woods	385	1							1
Campbell	403	1	1	1					3
Casis	832	1			1		1		3
Cook	745	1	1						2
Cunningham	797			1					1
Davis	538		1						1
Dawson	463	1					2		3
Doss	557	2							2
Galindo	693		1				1		2
Govalle	593	2	7	1					10
Graham	607	2	4						6
Gullett	471						3		3
Harris	670					1			1
Hill	837				1	1	2	1	5
Jordan	370	1							1
Joslin	516			1	2		6		9
Kiker	772			2		1			3
Kocurek	877	2	1				1		4
Langford	510	3	1			1	1		6

(continued)

(Elementary)

School Name	ADM	K	1	2	3	4	5	E6	Tot
Linder	649	2	3	1	1	1			8
Mathews	392			1					1
Menchaca	793	1		1	1				3
Metz	501						1		1
Norman	248			1					1
Oak Hill	842		1				1		2
Odom	700				1				1
Ortega	277						1		1
Palm	525			1					1
Patton	960		1	2					3
Pecan Springs	459		1				1		2
Pillow	471		1		1				2
Pleasant Hill	559	3	2						5
Reilly	320				1				1
Ridgetop	223					1			1
Sanchez	437		1		1				2
Sims	270	1							1
St. Elmo	424	1					2	1	4
Summitt	699	2	1				2		5
Sunset Valley	648	6							6
Walnut Creek	606	1	2				1		4
Widen	972	1	2	3					6
Williams	992	2	2				1		5
Winn	551			1					1
Wooldridge	705	1	6	6	3				16
Wooten	550	1	1	2	1				5
Zilker	526		2	1				1	4
Total	31,901	42	50	30	15	07	33	03	180

RETAINED IN GRADE FROM SCHOOL YEAR 1992-93 TO 1993-94
Count by School by Grade
Average Daily Membership (ADM) reflects counts for school year 1992-93
(High School)

School Name	ADM	9	10	11	12	Tot
ALC	57	22	1	2	-	25
Anderson	1,345	73	20	16	4	113
Austin	1,770	141	55	22	17	235
Bowie	2,257	116	66	56	27	265
Crockett	1,568	143	43	28	8	222
Johnston	1,663	231	59	30	24	344
L B.J.	1,293	107	21	17	7	152
Lanier	1,261	124	46	30	12	212
McCallum	1,304	150	47	31	15	243
Reagan	1,248	87	43	12	16	158
Robbins	237	50	37	16	7	110
Travis	1,347	110	43	22	9	184
Total	15,350	1354	481	282	146	2263

RETAINED IN GRADE FROM SCHOOL YEAR 1992-93 TO 1993-94
Count by school by grade
Average Daily Membership (ADM) reflects counts for school year 1992-93
(Middle School)

School Name	ADM	M6	07	08	Tot
ALC	122	4	11	9	24
Bedichek	1,136	4	10	3	17
Burnet	941	2	11	7	20
Covington	1,374	8	10	10	28
Dobie	985	4	9	5	18
Pulmore	938	4	11	3	18
Kealing	884	-	14	1	15
Lamar	879	1	28	6	35
Martin	689	-	11	6	17
Mendez	1,215	12	16	12	40
Murchison	964	14	6	3	23
O. Henry	835	6	7	2	15
Pearce	893	12	29	8	49
Porter	1,183	5	21	7	33
Webb	706	14	11	3	28
Total	13,784	90	205	85	380

Historical Retention Charts

Historical Retention Charts.

These charts present cumulative information of how retention has occurred through the last five years. Each chart lists information about a grade or a grade range (e.g., Chart K-5). Within a chart, each line has two parts: the first part lists information about the end of the year; usually this information is gathered at the end of the spring. Listed are the school year, the Average Daily Membership (ADM), and the End-of-Year membership (EOYM). The second part lists information about Beginning-of-Year actual retainees. Listed are the school year, the Fall re-enrollment (FRE), and the number of retained. The last three columns are percentages that reflect the relationship of those retained to three different counts: ADM, EOYM and FRE.

GRADE K

END OF YEAR	ADM	END OF YEAR MEMBERSHIP	BEGINNING OF YEAR	FALL RE-ENROLLMENT	NUMBER OF RETAINED	RETAINED/ ADM	RETAINED/ EOY MEMBR.	RETAINED/FALL RE-ENROLLMENT
88-89	5470	5622	89-90	5058	91	1.66	1.62	1.80
89-90	5647	7408	90-91	4999	60	1.06	0.81	1.20
90-91	5905	7634	91-92	5457	35	0.59	0.46	0.64
91-92	5856	7475	92-93	5373	34	0.58	0.45	0.63
92-93	6039	6044	93-94	5547	42	0.70	0.69	0.76

GRADE 1

END OF YEAR	ADM	END OF YEAR MEMBERSHIP	BEGINNING OF YEAR	FALL RE-ENROLLMENT	NUMBER OF RETAINED	RETAINED/ ADM	RETAINED/ EOY MEMBR.	RETAINED/FALL RE-ENROLLMENT
88-89	5904	6057	89-90	5485	400	6.78	6.60	7.29
89-90	6085	6079	90-91	5201	290	4.77	4.77	5.58
90-91	6093	6072	91-92	5630	162	2.66	2.67	2.88
91-92	6233	6200	92-93	5734	76	1.22	1.23	1.33
92-93	6051	6037	93-94	5557	50	0.83	0.83	0.90

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GRADE 2

END OF YEAR	ADM	END OF YEAR MEMBERSHIP	BEGINNING OF YEAR	FALL RE-ENROLLMENT	NUMBER OF RETAINED	RETAINED/ ADM	RETAINED/ EOY MEMBR.	RETAINED/FALL RE-ENROLLMENT
88-89	5178	5405	89-90	4918	105	2.03	1.94	2.14
89-90	5774	5781	90-91	5133	73	1.26	1.26	1.42
90-91	5808	5795	91-92	5382	37	0.64	0.64	0.69
91-92	5944	5924	92-93	5475	23	0.39	0.39	0.42
92-93	6168	6150	93-94	5641	30	0.49	0.49	0.53

GRADE 3

END OF YEAR	ADM	END OF YEAR MEMBERSHIP	BEGINNING OF YEAR	FALL RE-ENROLLMENT	NUMBER OF RETAINED	RETAINED/ ADM	RETAINED/ EOY MEMBR.	RETAINED/FALL RE-ENROLLMENT
88-89	4758	5100	89-90	4614	64	1.35	1.25	1.39
89-90	5425	5418	90-91	4803	42	0.77	0.78	0.87
90-91	5733	5731	91-92	5322	23	0.40	0.40	0.43
91-92	5807	5797	92-93	5421	19	0.33	0.33	0.35
92-93	5886	5879	93-94	5413	15	0.25	0.26	0.28

12

GRADE 4

END OF YEAR	ADM	END OF YEAR MEMBERSHIP	BEGINNING OF YEAR	FALL RE-ENROLLMENT	NUMBER OF RETAINED	RETAINED/ ADM	RETAINED/ EOY MEMBR.	RETAINED/FALL RE-ENROLLMENT
88-89	4515	4670	89-90	4223	31	0.69	0.66	0.73
89-90	5066	5040	90-91	4521	25	0.49	0.50	0.55
90-91	5334	5330	91-92	4967	7	0.13	0.13	0.14
91-92	5733	5721	92-93	5339	13	0.23	0.23	0.24
92-93	5830	5825	93-94	5365	7	0.12	0.12	0.13

GRADE 5

END OF YEAR	ADM	END OF YEAR MEMBERSHIP	BEGINNING OF YEAR	FALL RE-ENROLLMENT	NUMBER OF RETAINED	RETAINED/ ADM	RETAINED/ EOY MEMBR.	RETAINED/FALL RE-ENROLLMENT
88-89	4286	4476	89-90	4040	32	0.75	0.71	0.79
89-90	4668	4646	90-91	4148	35	0.75	0.75	0.84
90-91	5095	5087	91-92	4688	16	0.31	0.31	0.34
91-92	5315	5284	92-93	4777	21	0.40	0.40	0.44
92-93	5694	5674	93-94	5092	33	0.58	0.58	0.65

GRADES K-5

END OF YEAR	ADM	END OF YEAR MEMBERSHIP	BEGINNING OF YEAR	FALL RE-ENROLLMENT	NUMBER OF RETAINED	RETAINED/ ADM	RETAINED/ EOY MEMBR.	RETAINED/FALL RE-ENROLLMENT
88-89	30111	31330	89-90	28338	723	2.40	2.31	2.55
89-90	32665	34372	90-91	28805	525	1.61	1.53	1.82
90-91	33968	35649	91-92	31446	280	0.82	0.79	0.89
91-92	34888	36401	92-93	32119	186	0.53	0.51	0.58
92-93	35668	35609	93-94	32615	177	0.50	0.50	0.54

GRADE 6 (ELEMENTARY)

END OF YEAR	ADM	END OF YEAR MEMBERSHIP	BEGINNING OF YEAR	FALL RE-ENROLLMENT	NUMBER OF RETAINED	RETAINED/ ADM	RETAINED/ EOY MEMBR.	RETAINED/FALL RE-ENROLLMENT
88-89	679	676	89-90	626	8	1.18	1.18	1.28
89-90	711	709	90-91	617	4	0.56	0.56	0.65
90-91	716	723	91-92	671	1	0.14	0.14	0.15
91-92	809	819	92-93	745	2	0.25	0.24	0.27
92-93	840	825	93-94	741	3	0.36	0.36	0.40

GRADES K-6 (ELEMENTARY)

END OF YEAR	ADM	END OF YEAR MEMBERSHIP	BEGINNING OF YEAR	FALL RE-ENROLLMENT	NUMBER OF RETAINED	RETAINED/ ADM	RETAINED/ EOY MEMBR.	RETAINED/FALL RE-ENROLLMENT
88-89	30790	32006	89-90	28964	731	2.37	2.28	2.52
89-90	33376	35081	90-91	29422	529	1.58	1.51	1.80
90-91	34684	36372	91-92	32117	281	0.81	0.77	0.87
91-92	35697	37220	92-93	32864	188	0.53	0.51	0.57
92-93	36508	36434	93-94	33356	180	0.49	0.49	0.54

GRADE 6 (MIDDLE SCHOOL)

END OF YEAR	ADM	END OF YEAR MEMBERSHIP	BEGINNING OF YEAR	FALL RE-ENROLLMENT	NUMBER OF RETAINED	RETAINED/ ADM	RETAINED/ EOY MEMBR.	RETAINED/FALL RE-ENROLLMENT
88-89	3387	3487	89-90	3195	123	3.63	3.53	3.85
89-90	3800	3716	90-91	3416	129	3.39	3.47	3.78
90-91	3993	3907	91-92	3597	87	2.18	2.23	2.42
91-92	4266	4173	92-93	3867	91	2.13	2.18	2.35
92-93	4311	4272	93-94	3933	90	2.09	2.11	2.29

15

GRADE 6 (ALL)

END OF YEAR	ADM	END OF YEAR MEMBERSHIP	BEGINNING OF YEAR	FALL RE-ENROLLMENT	NUMBER OF RETAINED	RETAINED/ ADM	RETAINED/ EOY MEMBR.	RETAINED/FALL RE-ENROLLMENT
88-89	4066	4163	89-90	3821	131	3.22	3.15	3.43
89-90	4511	4425	90-91	4033	133	2.95	3.01	3.30
90-91	4709	4630	91-92	4268	88	1.87	1.90	2.06
91-92	5075	4992	92-93	4612	93	1.83	1.86	2.02
92-93	5151	5097	93-94	4674	93	1.81	1.82	1.99

GRADE 7

END OF YEAR	ADM	END OF YEAR MEMBERSHIP	BEGINNING OF YEAR	FALL RE-ENROLLMENT	NUMBER OF RETAINED	RETAINED/ ADM	RETAINED/ EOY MEMBR.	RETAINED/FALL RE-ENROLLMENT
88-89	4533	4083	89-90	3707	189	4.17	4.63	5.10
89-90	4283	4229	90-91	3877	198	4.62	4.68	5.11
90-91	4473	4423	91-92	4102	158	3.53	3.57	3.85
91-92	4708	4656	92-93	4310	161	3.42	3.46	3.74
92-93	5014	4952	93-94	4574	205	4.09	4.14	4.48

16

GRADE 8

END OF YEAR	ADM	END OF YEAR MEMBERSHIP	BEGINNING OF YEAR	FALL RE-ENROLLMENT	NUMBER OF RETAINED	RETAINED/ ADM	RETAINED/ EOY MEMBR.	RETAINED/FALL RE-ENROLLMENT
88-89	4044	4008	89-90	3557	133	3.29	3.32	3.74
89-90	4099	4055	90-91	3717	90	2.20	2.22	2.42
90-91	4079	4014	91-92	3697	76	1.86	1.89	2.06
91-92	4324	4307	92-93	3935	89	2.06	2.07	2.26
92-93	4474	4418	93-94	4013	85	1.90	1.92	2.12

GRADES 6-8 (SECONDARY)

END OF YEAR	ADM	END OF YEAR MEMBERSHIP	BEGINNING OF YEAR	FALL RE-ENROLLMENT	NUMBER OF RETAINED	RETAINED/ ADM	RETAINED/ EOY MEMBR.	RETAINED/FALL RE-ENROLLMENT
88-89	11964	11578	89-90	10459	445	3.72	3.84	4.25
89-90	12182	12000	90-91	11010	417	3.42	3.48	3.79
90-91	12545	12344	91-92	11396	321	2.56	2.60	2.82
91-92	13298	13136	92-93	12112	341	2.56	2.60	2.82
92-93	13799	13642	93-94	12520	380	2.75	2.79	3.04

17

GRADES 7-8

END OF YEAR	ADM	END OF YEAR MEMBERSHIP	BEGINNING OF YEAR	FALL RE-ENROLLMENT	NUMBER OF RETAINED	RETAINED/ ADM	RETAINED/ EOY MEMBR.	RETAINED/FALL RE-ENROLLMENT
88-89	8577	8091	89-90	7264	322	3.75	3.98	4.43
89-90	8382	8284	90-91	7594	288	3.44	3.48	3.79
90-91	8552	8437	91-92	7799	234	2.74	2.77	3.00
91-92	9032	8963	92-93	8245	250	2.77	2.79	3.03
92-93	9488	9370	93-94	8587	290	3.06	3.09	3.38

GRADE 9

END OF YEAR	ADM	END OF YEAR MEMBERSHIP	BEGINNING OF YEAR	FALL RE-ENROLLMENT	NUMBER OF RETAINED	RETAINED/ ADM	RETAINED/ EOY MEMBR.	RETAINED/FALL RE-ENROLLMENT
88-89	4643	4713	89-90	4109	1140	24.55	24.19	27.74
89-90	5212	4812	90-91	4354	1149	22.05	23.88	26.39
90-91	5189	4754	91-92	4337	1168	22.51	24.57	26.93
91-92	5247	4806	92-93	4344	1094	20.85	22.76	25.18
92-93	5474	5000	93-94	4493	1354	24.74	27.08	30.14

GRADE 10

END OF YEAR	ADM	END OF YEAR MEMBERSHIP	BEGINNING OF YEAR	FALL RE-ENROLLMENT	NUMBER OF RETAINED	RETAINED/ ADM	RETAINED/ EOY MEMBR.	RETAINED/FALL RE-ENROLLMENT
88-89	3695	3365	89-90	2985	301	8.15	8.95	10.08
89-90	3540	3356	90-91	3115	400	11.30	11.92	12.84
90-91	3776	3608	91-92	3325	447	11.84	12.39	13.44
91-92	3705	3493	92-93	3232	352	9.50	10.08	10.89
92-93	3783	3577	93-94	3270	481	12.71	13.45	14.71

GRADE 11

END OF YEAR	ADM	END OF YEAR MEMBERSHIP	BEGINNING OF YEAR	FALL RE-ENROLLMENT	NUMBER OF RETAINED	RETAINED/ ADM	RETAINED/ EOY MEMBR.	RETAINED/FALL RE-ENROLLMENT
88-89	3509	3067	89-90	2760	233	6.64	7.60	8.44
89-90	3179	2977	90-91	2699	241	7.58	8.10	8.93
90-91	3148	2951	91-92	2710	253	8.04	8.57	9.34
91-92	3248	3052	92-93	2822	221	6.80	7.24	7.83
92-93	3253	3021	93-94	2768	282	8.67	9.33	10.19

GRADE 12

END OF YEAR	ADM	END OF YEAR MEMBERSHIP	BEGINNING OF YEAR	FALL RE-ENROLLMENT	NUMBER OF RETAINED	RETAINED/ ADM	RETAINED/ EOY MEMBR.	RETAINED/FALL RE-ENROLLMENT
88-89	3153	3287	89-90	213	87	2.76	2.65	40.85
89-90	2947	3043	90-91	239	104	3.53	3.42	43.51
90-91	2828	2902	91-92	223	84	2.97	2.89	37.67
91-92	2777	2907	92-93	260	104	3.75	3.58	40.00
92-93	2955	3040	93-94	257	146	4.94	4.80	56.81

GRADES 9-12

END OF YEAR	ADM	END OF YEAR MEMBERSHIP	BEGINNING OF YEAR	FALL RE-ENROLLMENT	NUMBER OF RETAINED	RETAINED/ ADM	RETAINED/ EOY MEMBR.	RETAINED/FALL RE-ENROLLMENT
88-89	15000	14432	89-90	10067	1761	11.74	12.20	17.49
89-90	14878	14188	90-91	10407	1894	12.73	13.35	18.20
90-91	14941	14215	91-92	10595	1952	13.06	13.73	18.42
91-92	14977	14258	92-93	10658	1771	11.82	12.42	16.62
92-93	15465	14638	93-94	10788	2263	14.63	15.46	20.98

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GRADES K-12

END OF YEAR	ADM	END OF YEAR MEMBERSHIP	BEGINNING OF YEAR	FALL RE-ENROLLMENT	NUMBER OF RETAINED	RETAINED/ ADM	RETAINED/ EOY MEMBR.	RETAINED/FALL RE-ENROLLMENT
88-89	57754	58016	89-90	49490	2937	5.09	5.06	5.93
89-90	60436	61269	90-91	50839	2840	4.70	4.64	5.59
90-91	62170	62931	91-92	54108	2554	4.11	4.06	4.72
91-92	63972	64614	92-93	55634	2300	3.60	3.56	4.13
92-93	65772	64714	93-94	56664	2823	4.29	4.36	4.98

APPENDICES

DEFINITION OF TERMS

ACTUAL RETAINEES:	Elementary and junior high/middle school students who are repeating a grade level or high school students who did not earn enough credits to be promoted and are repeating a failed course or courses are considered actual retainees. In some AISD publications, actual retainees are referred to as beginning-of-year retainees, since they are counted as retainees based on their status as of the beginning of the school year.
ADM AVERAGE DAILY MEMBERSHIP	An average over the school year of the number of students enrolled in the District.
EOYM END-OF-YEAR MEMBERSHIP	The number of students officially enrolled at the end of a school year.
FALL RE-ENROLLEES:	A student is considered a fall re-enrollee if he or she was in membership (enrolled) in AISD at the end of the previous school year and also in membership at the time of the fall count of beginning-of-year retainees.
FALL RE-ENROLLMENT:	The number of students who returned to the District from the previous school year. The number of students who were on the student master file at the end of the school year and were also enrolled after the beginning of the next school year.
PLACEMENT:	Students who do not meet promotion criteria but are achieving at their maximum ability are placed in the next grade level with alternative instructional provisions made for them.

POTENTIAL/ RECOMMENDED RETAINEES: At the elementary level, students are recommended for retention by teachers in an identification process that occurs in May. At the junior high/middle school level, students are identified as potential retainees if their overall average in all classes is failing (below 70). At the high school level, students are identified as potential retainees if they do not earn the number of credits necessary to be promoted to the next grade. In some AISD publications, potential/recommended retainees are called end-of-year retainees, since the recommendations are made at the end of the school year.

PROMOTION: Students who master the essential elements necessary to be successful at the next grade level are promoted. At the elementary level, a student must attain for the year an overall average of 70 or above, which is derived by averaging the final numerical grade for language arts, mathematics, social studies, and science. In addition, the student must attain an average of 70 or above in language arts and mathematics. At the middle school and junior high level (grades 6, 7, and 8), students must attain an average of 70 or above for the year in all courses taken, and an average of 70 or above in three of the following subjects: language arts (including reading improvement if it is required), mathematics, social studies, and science. Senior high students (grades 9, 10, 11, and 12) are promoted based on the number of credits earned (see definition for credits).

RETENTION: Students who fail to master the essential elements necessary for success at the next grade level are retained. At the elementary and middle school and junior high level, students repeat a grade level. High school students who do not earn enough credits to be promoted are required to repeat the course(s) failed.

AISD Retention Policies

ELEMENTARY RETENTION POLICY

Prior to 1981-82, AISD's elementary retention policy was very general. A revised policy was adopted in April, 1981, which officially went into effect during the 1981-82 school year. This revised policy specified that:

- All students at least one year behind in reading basals at grades 4-6 were to be considered for retention.
- Students generally were to be retained only once in grades K-3 and once in grades 4-6.
- Teachers and principals had the final responsibility for retention decisions. Parents had to be notified and conferred with at least two months before school ended regarding possible retentions.

Because of State legislative reforms (specifically State Board of Education rules based on House Bill 72), AISD policies on elementary retention were revised again in the spring of 1986. The new policy states that:

- To be promoted, a student must master the essential elements necessary to be successful at the next grade level.
- No student may be retained more than once in grades 1-4 or once in grades 5-8 (except in very unusual cases with parent permission).
- A student may be placed in the next grade if he or she is achieving at maximum ability and alternative program provisions are made. The student's instruction level is to be indicated on the report card.

SECONDARY RETENTION POLICY

Before 1985-86, junior high school students in AISD were promoted based on a point system. A full-year course earned one point; four points were needed for promotion. Students one or two points short could be promoted if they took and passed one or two summer school courses. Placement in the next grade was possible in unusual circumstances (previous retentions, age, social, or other factors), but generally students were retained.

Under this policy, senior high students were promoted to grades 10, 11, and 12 based on successful completion of 5, 10, or 15 credits, respectively. One semester of a course counted for .5 of a credit. An average of 60 was necessary to pass a course.

Secondary retention policy revisions based on House Bill 72 went into effect in 1985-86. New State Board of Education rules specified that:

- To be promoted, junior high students shall attain for the year an overall average of 70 or above in all courses taken. In addition, students must attain an average of 70 or above in three of the four following subject areas: language arts, mathematics, social studies, and science.

- No student shall be retained more than once in grades 5-8 (except in unusual cases with parent permission).

- Students in grades 7 and 8 who fail to meet promotion requirements shall be retained or provided alternative programs.

- Alternative placements involve changes in students' instructional schedules to allow them to meet promotion standards. Examples include:

  -- A transfer to another school;
  -- An assignment to a self-contained remedial class; or
  -- Enrollment in an alternative instructional program.

For senior high students, the credits needed for promotion remained the same under the new policy. However, the average needed to pass a course was raised from 60 to 70. In addition, a maximum of five unexcused absences are allowed. This standard is generally higher than school policies previously in effect. Students must repeat only courses failed.

Austin ISD
227-901

Attachment 1

AISD Retention Policy
(from the AISD Board Policy Manual)

ACADEMIC ACHIEVEMENT: GRADING, REPORTING, PROMOTION/RETENTION/PLACEMENT AND REMEDIATION OF ELEMENTARY STUDENTS

EIE (LOCAL)

GRADING, REPORTING, PROMOTION/RETENTION/ PLACEMENT, AND REMEDIATION OF ELEMENTARY STUDENTS

District philosophy concerning grading, reporting promotion/retention/placement, and remediation is based on the recognition that each child is a unique individual. Therefore, when considering promotion or retention, attention must be given to all aspects of the students' development in order to accommodate individual needs and to promote the full development of the learner's potential.

GENERAL GUIDELINES

Students shall be assigned where their educational and personal needs will be met and success will be possible. Areas to be considered include achievement, chronological age, physical development, behavior, and language background. The following guidelines shall be used in determining assignments.

1. The principal, upon recommendations from the teachers and following District guidelines, shall be responsible for making the final decisions regarding promotion, grade placement, and retention of students, except those in special education.

2. The Admission, Review, and Dismissal (ARD) Committee shall make the final decision in the placement of special education students.

3. The language background of students shall be considered in placing them to the best advantage for instruction.

GRADING

STUDENT ACHIEVEMENT SHALL BE BASED ON MASTERY OF THE ESSENTIAL ELEMENTS FOR THE INSTRUCTIONAL LEVEL AT WHICH THE STUDENT IS FUNCTIONING.

STUDENT ACADEMIC ACHIEVEMENT SHALL BE BASED ON A NUMERICAL SCALE OF 0-100.

THE NUMERICAL GRADE SCALE WILL BE USED ON ALL PERMANENT RECORDS.

ACADEMIC ACHIEVEMENT: GRADING, REPORTING, PROMOTION/RETENTION/PLACEMENT, AND REMEDIATION OF ELEMENTARY STUDENTS

EIE
(LOCAL)

NUMERICAL SCORES WILL BE ASSIGNED IN THE SUBJECT AREAS OF LANGUAGE ARTS, MATHEMATICS, SOCIAL STUDIES, AND SCIENCE FOR GRADES ONE THROUGH SIX.

GRADES SHALL BE REPORTED TO PARENTS EVERY SIX WEEKS. MID-SIX WEEKS NOTIFICATION SHALL BE PROVIDED WHEN A STUDENT'S GRADE AVERAGE IN READING, MATHEMATICS, LANGUAGE, SPELLING, SOCIAL STUDIES, OR SCIENCE IS LOWER THAN 70 OR WHOSE GRADE AVERAGE IS BORDERLINE (70-74).

FOR STUDENTS PLACED IN ALTERNATIVE PROGRAMS, THE REPORT TO PARENTS MUST CLEARLY SPECIFY THE INSTRUCTIONAL LEVEL AT WHICH THE STUDENT IS FUNCTIONING.

CONFERENCES WILL BE HELD WITH PARENTS OF STUDENTS WHOSE GRADE IS BELOW 70 OR BORDERLINE (70-74) IN READING, MATHEMATICS, LANGUAGE, SPELLING, SOCIAL STUDIES, OR SCIENCE AT THE END OF A SIX-WEEK GRADING PERIOD.

LIMITED ENGLISH PROFICIENT STUDENTS SHALL BE ALLOWED TO DEMONSTRATE MASTERY OF THE ESSENTIAL ELEMENTS INDEPENDENT OF THEIR ENGLISH LANGUAGE SKILLS. THIS WILL INCLUDE ASSESSMENT IN THE PRIMARY LANGUAGE, ASSESSMENT USING ESL METHODOLOGIES, AND NON VERBAL ASSESSMENT.

VARYING GRADING PROCEDURES AND EXPECTATIONS FOR HANDICAPPED STUDENTS SHALL BE BASED ON RECOMMENDATIONS OF THE ADMISSION, REVIEW, AND DISMISSAL COMMITTEE.

PROMOTION

TO BE PROMOTED FROM ONE GRADE LEVEL TO THE NEXT, A STUDENT SHALL ATTAIN FOR THE YEAR AN OVERALL AVERAGE OF 70 OR ABOVE WHICH IS DERIVED BY AVERAGING THE FINAL NUMERICAL GRADE FOR LANGUAGE ARTS, MATHEMATICS, SOCIAL STUDIES, AND SCIENCE. IN ADDITION, THE STUDENT SHALL ATTAIN AN AVERAGE OF 70 OR ABOVE IN LANGUAGE ARTS AND IN MATHEMATICS.

TO BE PROMOTED A STUDENT MUST HAVE MASTERED THE ESSENTIAL ELEMENTS NECESSARY TO BE SUCCESSFUL AT THE NEXT GRADE LEVEL.

SOCIAL PROMOTIONS MAY NOT BE GRANTED.

RETENTION

A STUDENT WHO FAILS TO MAINTAIN AN OVERALL AVERAGE OF 70 DERIVED BY AVERAGING THE FINAL NUMERICAL GRADES FOR LANGUAGE ARTS, MATHEMATICS, SOCIAL STUDIES, AND SCIENCE AND FAILS TO MAINTAIN AN AVERAGE OF 70 IN LANGUAGE ARTS AND IN MATHEMATICS WILL BE CONSIDERED FOR RETENTION.

A STUDENT MAY BE REQUIRED TO REPEAT THE GRADE LEVEL. HOWEVER, NO STUDENT MAY BE RETAINED MORE THAN ONE TIME IN GRADES ONE THROUGH FOUR AND ONE TIME IN GRADES FIVE THROUGH EIGHT. IN EXCEPTIONAL CASES, WITH APPROVAL OF THE SCHOOL AND THE PERMISSION OF THE PARENT, A SECOND RETENTION WITHIN GRADES ONE THROUGH FOUR OR GRADES FIVE THROUGH EIGHT MAY BE ALLOWED.

PLACEMENT

A STUDENT MAY BE PLACED IN THE NEXT GRADE LEVEL IF THE STUDENT IS ACHIEVING TO HIS OR HER MAXIMUM ABILITY, SUBJECT TO THE FOLLOWING REQUIREMENTS:

1. A STUDENT WHO IS PLACED IN THE NEXT GRADE LEVEL SHALL BE PLACED IN AN ALTERNATIVE PROGRAM THAT WILL MEET THE STUDENT'S IDENTIFIED NEEDS. PROCEDURES SHOULD INCLUDE:
   - ASSESSMENT OF THE STUDENT'S NEEDS.
   - DETERMINATION OF THE APPROPRIATE ALTERNATIVE PROGRAM.
   - NOTIFICATION TO THE PARENT THAT THE STUDENT WAS NOT PROMOTED BUT PLACED IN AN ALTERNATIVE PROGRAM AT THE NEXT GRADE LEVEL. THE REPORT CARD WILL INDICATE THE PLACED STUDENT'S INSTRUCTIONAL LEVEL.
   - PROVISION FOR STUDENTS TO EXIT THE PROGRAM WHEN APPROPRIATE.
2. THE ARD COMMITTEE MAKES THE DECISION FOR PLACEMENT OF ALL SPECIAL EDUCATION STUDENTS EXCEPT THOSE RECEIVING ONLY SPEECH/LANGUAGE SERVICES.

3. **STUDENTS WHO HAVE BEEN RETAINED OR PLACED IN ALTERNATIVE PROGRAMS AND WHO STILL FALL TWO YEARS OR MORE BELOW GRADE LEVEL IN READING OR MATHEMATICS, OR BOTH, SHALL BE PLACED IN AN ALTERNATIVE PROGRAM PROVIDING INTENSIVE REMEDIATION DESIGNED FOR RAPID PROGRESS IN LANGUAGE ARTS, READING, AND MATHEMATICS. TIME AND SUBJECT REQUIREMENTS MAY BE ADJUSTED FOR OTHER SUBJECTS.**

   Instructional grouping strategies and supplementary programs constitute alternative programs. Supplementary programs include tutorials, Compensatory Education, Chapter I, and Chapter I Migrant.

REMEDIATION

Remediation may occur through tutorials, Chapter 1, Chapter 1 Migrant, State Compensatory Education (SCE) Programs, transitional classes, summer schools, and the reteach cycle of the mastery teaching model.

DISTRICT TRANSFER PLACEMENT

The student's placement by the sending school shall be the placement for the receiving school. In extenuating circumstances a different grade placement may be considered only after a period of thorough observation and conferences with the parents.

OUT-OF-DISTRICT TRANSFER PLACEMENT

The student's initial placement shall be in the grade recommended by the sending school.

If the grade placement seems unsuitable, the following steps shall be taken as soon as possible to determine proper placement:

- Administer the appropriate placement tests in reading and mathematics.
- Allow time for teacher observation.
- Collect samples of the student's daily work.
- Conference with teachers and parents.

ISSUED DATE: ADOPTED: 11/25/85 AMENDED: 2/23/87
RELATED POLICIES:

Attachment 1

POLICY: PROMOTION AND ALTERNATIVES TO SOCIAL PROMOTION FOR MIDDLE AND JUNIOR HIGH STUDENTS

EIAB (LOCAL)

PROMOTION REQUIREMENTS

Students shall be promoted from one grade to the next on the basis of academic achievement.

A student shall attain an overall average of 70 or above for the year in all courses taken. In addition, students shall attain an average of 70 or above in three of the following subjects: Language Arts (including reading improvement if it is required to be taken), mathematics, social studies, and science. Districts are encouraged not to require a student to repeat any course in which an average of 70 or above was maintained for the year.

SECOND RETENTION

No student shall be retained more than one time in grades 5-8. In exceptional cases, with approval of a committee consisting of at least the student's teachers and two administrators, one of whom shall be assigned above the campus level, and the permission of the parent, a second retention within grades 5-8 may be allowed.

ALTERNATIVE PROGRAMS

Students in grades 6, 7 and 8 who fail to meet the requirements for promotion shall be retained or provided alternative programs.

PROMOTION TECHNIQUES

Upon ascertaining that such students are performing below a level that will permit them to meet requirements for promotion, the principal, or designee, should:

- monitor the academic progress of each student who may not meet promotion standards;
- inform parents of the student's academic progress in writing and by initiating an attempt to schedule a personal conference;
- provide parents with suggestions for helping students at home; and
- encourage each student to enroll in the District tutorial program and/or to attend summer school.

ASSISTANCE FOR RETAINED STUDENTS

If a student fails to meet promotion standards, the principal, or designee, should:

- assess each student's academic needs and share findings and recommendations in a conference with the student and parents;
- recommend the student for an appropriate alternative placement, and
- provide written notification to the parents of each student retained or placed in an alternative program.

POLICY: PROMOTION AND ALTERNATIVES TO SOCIAL PROMOTION FOR MIDDLE AND JUNIOR HIGH STUDENTS

EIAB (LOCAL)

ASSISTANCE FOR RETAINED STUDENTS

If a student fails to meet promotion standards, the principal, or designee, should:

- assess each student's academic needs and share findings and recommendations in a conference with the student and parents;
- recommend the student for an appropriate alternative placement, and
- provide written notification to the parents of each student retained or placed in an alternative program.

ALTERNATIVE PLACEMENT

An alternative placement constitutes any change in a student's instructional schedule or program that allows a student to meet the District's promotion standards.

An alternative placement may include, but is not limited to:

- a transfer to another school (traditional or nontraditional);
- an assignment to a self-contained remedial class; or
- enrollment in an alternative instructional program (e.g., Transitional Academic Program/TAP, Academic Incentive Program/AIP, parallel course schedule).

TRANSITIONAL ACADEMIC PROGRAM (TAP)

The Transitional Academic Program (TAP) will allow students opportunity to enroll in the seventh, eighth, and ninth grade courses while completing grade-level promotion requirements. Students eligible for this program would need to complete only three of the following courses to be promoted to the next grade level: English, Mathematics, Science, Social Studies, and Reading Improvement.

ACADEMIC INCENTIVE PROGRAM (AIP)

A retained student may be enrolled in the Academic Incentive Program if:

- the student falls two years or more below grade level in reading or mathematics; or
- the student has a history of nonperformance and the majority of the grades are failing.

This special instructional program will provide intensive remediation designed for rapid progress in English, reading, and mathematics. Time and subject requirements may be adjusted for other subjects.

A student enrolled in the remedial program must attain an average of 70 or above in each of the three courses, English, reading, and mathematics.

POLICY: PROMOTION AND ALTERNATIVES TO SOCIAL PROMOTION FOR MIDDLE AND JUNIOR HIGH STUDENTS

EIAB
(LOCAL)

	Each student enrolled in AIP shall receive frequent progress reports that clearly explain the student's level of performance in each course.
PROGRAM STANDARDS	A student enrolled in an alternative program must attain an average of 70 or above in each of the required courses.
	Each student enrolled in TAP or AIP shall receive frequent progress reports that clearly explain the student's level of performance in each course.
PROMOTION FROM ALTERNATIVE PROGRAMS	Promotion to the next grade will be based on the review of all grades earned. Grades from other courses taken during the academic year must be considered in determining a student's overall grade average for promotion purposes.
	Upon the successful completion of the alternative program requirements, a committee consisting of the student's counselor and teachers will assist the student and parents in completing the ninth grade choice sheet. The committee will recommend the student for appropriate, yet challenging, high school courses.

ISSUED DATE: ADOPTED: 2/23/87 AMENDED:

RELATED POLICIES:

ACADEMIC ACHIEVEMENT: EIE
PROMOTION, RETENTION, AND PLACEMENT

PROMOTION

The District shall not grant social promotions. Students shall be promoted only on the basis of academic achievement. *Education Code 21.721(a)*

ELEMENTARY GRADES

To be promoted from one grade level to the next, a student shall attain for the year an overall average of 70 or above. The overall average shall be derived by averaging the final numerical grade for language arts, mathematics, social studies, and science. In addition, a student shall attain an average of 70 or above in language arts and in mathematics.

MIDDLE SCHOOL OR JUNIOR HIGH SCHOOL

To be promoted from one grade level to the next, a student shall attain an overall average of 70 or above for the year in all courses taken. The overall average shall be derived by averaging the final numerical grade for all courses taken. In addition, students shall attain an average of 70 or above in three of the following subjects:

1. Language arts (including reading improvement if required to be taken).
2. Mathematics.
3. Social studies.
4. Science.

Campus assignment shall be at the discretion of the District in the event the student passes some, but not all, courses in the eighth grade.

The parent or guardian of each student who has not successfully completed a subject or course for any semester shall be notified by the District as soon as practical of any summer program available in the District that may permit the student to complete successfully the failed subjects or courses. (See EHDA)

19 TAC 75.192

RETENTION GRADES 1-8

No student shall be retained more than one time in grades 1-4 and more than one time in grades 5-8. In exceptional cases, with approval of a committee consisting of at least the student's teacher(s) and two administrators, one of whom shall be in an assignment about the campus level, and parental permission, a second retention within either grades 1-4 or 5-8 may be allowed. *19 TAC 75.195(f)*

ISSUED DATE: 08/25/89
UPDATE 35
EIE (H)-P

AT-RISK STUDENTS

Students in prekindergarten through grade 6 who meet one or more of the following conditions shall be identified as at risk:

PRE-K - 6

1. Failed to meet requirements for promotion. *19 TAC 75.195(c)*
2. Did not perform satisfactorily on a readiness test or assessment instrument administered at the beginning of the school year.
3. Did not perform satisfactorily on a State-administered assessment instrument in the third or fifth grade.
4. Is a student of limited English proficiency.
5. Is sexually, physically, or psychologically abused.
6. Engages in conduct described as delinquent conduct in Family Code 51.03(a).

Education Code 21.557(f) (2)

GRADES 7-12

Students in grades 7-12 who are under 21 years of age and who meet one or more of the following conditions shall be identified as at risk:

1. Have not been promoted one or more times in grades 1-6 based on academic criteria and continue to be unable to master the essential elements in the seventh or higher grade level.
2. Have not been advanced from one grade level to the next in two or more years. *Education Code 21.557(f) (1) (A)*
3. Are two or more years below grade level in reading or mathematics.
4. Have failed at least two courses in one or more semesters and are not expected to graduate within four years of the time they entered the ninth grade.
5. Are not maintaining a passing average in two or more courses in the current semester and are not expected to graduate within four years of the time they entered the ninth grade. *Education Code 21.557(f) (1) (C)*

6. Have failed one or more of the reading, writing, or mathematics sections of the most recent TEAMS test beginning with the seventh grade.

RESIDENTIAL FACILITY

A non handicapped student at any grade level who resides in a residential placement facility within the District, but whose parent or legal guardian does not reside in the District, shall be identified as an at-risk student in the District. "Residential placement facility" includes a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster family group home. *Education Code 21.557(f)(3)*

OTHER FACTORS

In addition to the preceding conditions, the District may consider the environmental, familial, economic, social, developmental, and other psych-social factors in determining services where those factors contribute to the student's inability to progress academically. (See also EHBC)

ACADEMIC OPTIONS AND SERVICES

At-risk students shall be provided academic options and services deemed appropriate by the District based upon its assessment of the student's needs. These options and services may include, but need not be limited to, alternative education program, retention, counseling, peer tutoring, and/or referral to other service providers.

Options and services shall be provided immediately to students identified as at-risk. Districts are encouraged to provide parents with suggestions for helping students at home. For students identified as at risk, District procedures shall include the following components:

1. Assessment of each student's needs.

2. Determination of academic options, services, and alternative programs delineated in District policies to be utilized for each student. (See also EHBC)

3. Notification to the parent or guardian of each student stating the primary conclusions of the assessment of the student's needs and the services or alternative program or programs in which the student is being placed. Such notification may be by registered letter with return receipt requested.

4. Ongoing evaluation of each student's academic progress including progress toward promotion or high school graduation and monitoring of intervention activities provided to ensure that student needs are addressed.

5. Grade report to the parent or guardian that clearly specifies the student's functional level.

6. Provision for the student to exit a program when appropriate.

19 TAC 75.195(c)(d)

INTENSIVE REMEDIATION PROGRAM

Students retained or placed in alternative education programs who still fall two or more years below grade level in reading or mathematics or both shall be placed in an alternative program providing intensive remediation designed for rapid progress in language arts, reading, and mathematics. Time and subject requirements for other subjects in the well-balanced curriculum may be adjusted to allow emphasis on reading, language arts, and mathematics. *19 TAC 75.195(e)*

EXTRACURRICULAR ACTIVITIES

Students placed in alternative education programs must meet eligibility requirements in order to participate in extracurricular activities. *19 TAC 75.195(e)*

HOUSE BILL 72 AS FINALLY PASSED AND SENT TO THE GOVERNOR
SECOND CALLED SESSION

AN ACT

relating to the public school system, including administration, finance, personnel, students, programs, and teacher retirement.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

ARTICLE IV. STUDENTS

PART A. SOCIAL PROMOTION, STUDENT TESTING, AND TUTORIALS

SECTION 1. Chapter 21, Education Code, is amended by adding Subchapter S to read as follows:

SUBCHAPTER S. ADVANCEMENT AND COURSE CREDIT

SEC. 21.721. GRADE REQUIREMENT FOR ADVANCEMENT OR COURSE CREDIT.

a) A district may not grant social promotions. Students may be promoted only on the basis of academic achievement.

b) A student who has not maintained a grade average for a school year equivalent to at least 70 on a scale of 100 may not be advanced from one grade level to the next.

c) A student who has not maintained a grade average for a course equivalent to at least 70 on a scale of 100 may not be given credit for the course.

d) The State Board of Education shall adopt rules prescribing alternatives to social promotion for students who are consistently unable to be promoted because of poor academic achievement, and a district may provide for those students in accordance with the board rules, provided that the parent, guardian, or person having lawful control of the student participates in the deliberations.

Austin Independent School District

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